



Sixth Forms in Partnership Subject Handbook

Subjects available for students
entering the Colleges' Sixth Form
in September 2016

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Subjects underlined above are new specifications leading to a linear A-Level qualification; it will also be possible to take an AS level at the end of Year 12 (with the exception of English Literature and History), but this will not count towards the overall A-level result. The remainder are available as one year AS levels, which can then be converted into a full A-Level by a further year of study.

It is *not* possible to convert subjects indicated as 'AS level only' into A2 levels at the Colleges.

Please note that the inclusion of a subject in this brochure does *NOT* mean that it will appear on the final timetable. Only those subjects with sufficient demand will finally be offered*. It should also be noted that some combinations of subjects may prove to be impossible to timetable. Subject groupings will be decided on the basis of student interest at this stage. Once the subject groupings have been decided, students will be asked to make their final choice of subjects.

*Please note that this also applies to A2-Level subjects where insufficient demand is indicated when students are consulted during the course of Year 12.

INTRODUCTION

You are now at a very important and exciting stage of your education. The choices that you make at this stage will have a substantial influence on the way that your future develops. It is essential that you take time to consider your options and discuss matters fully with your parents and your teachers. This booklet is designed to help you through this process.

Your sixth-form curriculum will be made up by a mixture of subjects, those you have chosen to study and some additional core elements. You should aim for a choice of subjects which will enable you to make the best use of your talents and that will give you a good set of qualifications and provide you with personal satisfaction.

CHANGES TO A-LEVELS

As a result of changes announced by the UK government, A-Levels are currently being revised in three phases with some subjects having already changed for first teaching in September 2015, most of the remainder will change in September 2016, and the rest in September 2017. This is leading to some changes in both content and the way in which they are examined, including the removal of coursework for many subjects. The other major change is that AS examinations taken at the end of the Lower Sixth will no longer count towards the final A-level grade. In some cases specifications for first teaching from September 2016 have yet to receive approval from the qualifications regulator, and in these cases we are providing generic subject information at this stage.

Our advice remains that you should continue to choose four subjects with the expectation that you will take three of these through to full A-levels.

ARRANGEMENT OF COURSES

You should be aware that whilst the majority of subjects are taught in both schools, there are many that are taught in only one of the Colleges. There are some other points that you should consider before making your choices:

1. Unusual combinations of subjects may prove impossible to timetable. You should therefore be prepared to consider alternative combinations of subjects as a second or third choice.
2. Remember that if only one or two people ask for a certain subject, it may not be economically viable to arrange a class.
3. A-level is far more demanding than GCSE. Remember that it is not starting the course but getting a good grade at the end of it that is important. Be prepared to work hard and listen to the advice from the Staff about your chance of success.

How do you choose which subjects to study?

- Ask yourself these basic questions:
 1. Which subjects do I most enjoy?
 2. At which subjects am I most successful?
 3. Do I hope to go to university?
 4. What career do I want?
 5. Where do I want to be in ten to fifteen years' time?
 6. What other careers might I be interested in? Do take particular note that there are many rewarding careers available to scientists other than being a doctor! University departments often indicate the sorts of careers into which their graduates tend to go; read up about this.
 7. What ambitions have I got?
 8. Do the teachers advise me to take this subject?

- Take time to find out as much as you can about the courses, talk to the staff and talk to students in the present Lower or Upper Sixth.
 1. What sorts of skills do AS level and A2 level require? Are they the same as those required at GCSE level? If not, how do they differ?
 2. How much factual knowledge will be involved and how much analysis and interpretation is required?
 3. Will the subject require good essay-writing technique?
 4. What forms of assessment does the course require? Do they match my strengths?
 5. How much independent study is required? Is this one of my strengths?
 6. Am I prepared to take part in discussions?
 7. What form of individual study will be required? Will it be mainly reading or practical assignments?

SUMMARY OF ENTRY REQUIREMENTS

All entrants to the Sixth Form must have passed full course GCSEs in **at least 5 subjects at Grade C or higher, including Maths and English (not English Literature)**. It should be noted that these are very much minimum requirements and that they may not sufficiently qualify students to pursue their particular subject choices at AS level. It may, in certain circumstances, be difficult to provide an acceptable course of study at AS level. Any such concerns will be discussed with students and parents during Year 11 and after publication of GCSE results.

It is also normally a requirement in most subjects for a student to have gained a Grade B at GCSE in that subject, or a similar related subject, in order to study it in the Sixth Form.

EXTENDED PROJECT QUALIFICATION (EPQ)

There is the opportunity at both Colleges for students to research and carry out an extended project on any subject of interest to them. This is externally assessed and counts towards UCAS points at the same level as an extra AS subject. In addition to providing preparation for university interviews and applications, it also includes the independent research component that universities and employers see as one of the strengths of the International Baccalaureate; however, by taking an EPQ alongside A-Levels, students have the flexibility to choose the subjects which are most beneficial and suitable to them. Many universities now make differentiated offers to students with an EPQ (in other words the grade offer may be reduced).

ANCIENT HISTORY

Examination Board: OCR

This subject will **NOT** be changing in September 2016.

How is the course structured?

AS

Candidates study two Ancient History topics on Greek and Roman history. The topics are selected from a range of choices and may vary from year to year.

Topic 1: Greek History from original sources

The Delian League to Athenian Empire **Or** Politics and society of Ancient Sparta

Topic 2: Roman History from original sources

Cicero and Political Life in Republican Rome **Or** Roman Britain

A2

Candidates study two topics on Greek and Roman history.

Topic 1 Greek History: Conflict and culture:

Greece and Persia 499-449BC.

Topic 2 Roman History: the use and abuse of power:

The Fall of the Roman Republic 81-31BC.

What do I need to know or be able to do before taking this course?

Ancient History is suited to all students with an interest in the Ancient World. It also is an excellent complement to History as it involves many of the same skills. You do not need any prior knowledge of Classical Civilisation or Ancient History to start this course, but you may find it particularly interesting if you have some knowledge of History, or the Classical World. Other subjects which would go well with Classics are History, English Literature, Art, Languages, whether Modern or Classical, and Latin.

For what kind of student is Ancient History suitable?

There are no entry requirements, but students should have a genuine interest in the ancient world and an enquiring mind. This subject offers you the opportunity to study the work of historians who shaped the Western tradition of the writing of history. You will have the chance to acquire the skills needed by a historian, through study of a choice of topics in Greek and Roman History from the fifth century B.C. to the second century A.D., looking at significant events, individuals and issues.

What skills can I develop during this course?

The study of Classics will develop your analytical skills, allowing you to examine and evaluate evidence, consider its reliability or bias and compare the relative value of different types of evidence. It will give students an understanding of how societies and civilisations change and have influenced modern society. These skills are easily transferrable to a wide range of other subjects and careers.

What could I go on to do at the end of my course?

With a qualification in Classics you could go on to Higher Education, or directly into employment. Classics is an excellent preparation for students who wish to progress to further study of the classical world, or to history courses in higher education. Previous students have gone on to study Classical Studies, Archaeology, History (of various periods) as well as many other Humanities subjects. Classics is a subject which is looked on favourably by prospective employers as students of it have a broad knowledge of a different era, and have developed high levels of analytical and evaluation skills.

ART & DESIGN

Examination Board: WJEC

This subject **CHANGED** in September 2015.

How is the course structured?

AS

One unit: Personal Creative Enquiry. This is an extended, exploratory project in response to a set theme and students must integrate critical, practical and theoretical work.

A-level

Coursework consists of one unit: Personal Investigation, made up of two integrated parts:

- A major in-depth investigative project with outcomes based on themes and subject matter of personal significance to the candidate.
- An extended written element of 1000 words minimum which may include images and texts and must clearly relate to the practical work.

The Externally Set Assignment consists of two parts:

- Supporting and preparatory studies in response to one of the themes set by the exam board. Responses take the form of critical, practical and theoretical preparatory work that will inform the resolution of the ideas.
- A 15 hour period of sustained focus work. The resolution of learners' ideas from the preparatory work must be completed in this period under supervised conditions.

What do I need to know or be able to do before taking this course?

It is strongly desirable that students taking this course have previously gained a higher grade in GCSE Art & Design. Good skills in research and critical writing are also highly desirable. Skill in drawing is a huge benefit and is a particular area of focus in the new exam board specifications.

What will I learn on this Advanced level course?

The main purpose of any course in art, craft and design is to develop your ability to appreciate the visual world, respond in a personal and creative way and to contribute for the benefit of everyone.

For what kind of student is this course suitable?

Students studying this course need to be well motivated, organised and able to work independently. It is important that students have genuine interest and enthusiasm for the subject and a willingness to engage with new ideas. A determination to develop skills through sustained practise is also required.

What skills can I develop during this course?

You will develop: a working knowledge of materials, practices and technology within art; the skills to interpret and convey your ideas and feelings using art, craft and design; your imaginative and creative powers and your experimental, analytical and documenting skills; a specialist vocabulary and the knowledge and understanding of the place of art, craft and design in society.

What could I go on to do at the end of my course?

The most common path into Higher Education is to undertake a foundation course in art and design. This helps students to identify specific areas of interest to prepare for an application to a degree course. Alternatively students may apply to a degree course directly. The range of courses is extremely wide, including: fine art, graphic design and illustration, web design and interactive media, 3D and product design, film and video, theatre design, photography, fashion and many more. Career prospects include architecture, education, fashion, fine art, illustration, interior design, landscape architecture, museum and gallery work, textile design and media communication.

BIOLOGY

Examination Board: AQA

This subject **CHANGED** in September 2015

How is the course structured?

The A-level course will consist of eight modules:

AS

The AS is assessed through two equally weighted examination papers. The modules cover the following concepts:

- Biological molecules
- Cells
- Exchange of substances
- Variation and Genetics

A-level

AS content *plus*:

- Energy transfers (photosynthesis and respiration)
- Responding to changes (nervous and hormonal co-ordination)
- Genetics, populations, evolution and ecosystems
- How genes work

A Level will be assessed through three approximately weighted examination papers based on the entire two year course.

What do I need to know or be able to do before taking this course?

It is assumed that all candidates will have studied either Core and Additional Science or the three separate sciences at GCSE/IGCSE. However, taking the separate sciences is not a requirement for taking AS or A Level Biology.

For what kind of student is Biology suitable?

As it is a very broad based science, those choosing to study Biology will benefit from possessing: a reasonable level of confidence in numeracy and GCSE chemistry, the ability to think logically and the ability to assimilate facts and then apply them to unfamiliar situations. Biology is a stand-alone subject but combines well with other Sciences and Mathematics. In the past other popular combinations have included Geography or Physical Education. However Biology's appeal is such that any combination of subjects is acceptable. The key is to be enthusiastic and dedicated; this will be of far more assistance than any particular subject.

What skills can I develop during this course?

During the course, you will develop the skills previously learnt but also gain practice in thinking logically and systematically. You will continue to develop your practical skills as this forms part of both the AS and A-level courses.

Those who intend to study A Level Biology at Elizabeth College are required to attend a one week residential field course at Slapton, Devon during the last week of the summer term 2017. This is an excellent opportunity to expand your knowledge of a wider range of ecosystems and ecological techniques.

What could I go on to do at the end of my course?

Students who have studied A-level Biology have gone on to study for a wide range of degrees including: medicine, dentistry, natural sciences, veterinary science, physiotherapy, sports science, nursing, biochemistry, pharmacology, forestry, agriculture, teaching, psychology, forensic science, and environmental science to name but a few. Many of our former students continue their study beyond A-levels. The skills acquired whilst taking this fascinating subject have helped others to become successful in a huge variety of areas from Law to Accountancy.

BUSINESS STUDIES

Examination Board: AQA

This subject **CHANGED** in September 2015.

How is the course structured?

AS

Managing the Finance, Marketing, Human Resources and Operations of a Business.

Unit 1: 90 min exam with multiple choice and short answer case study questions. 50% of AS Grade

Unit 2: 90 min exam with extended answer questions based on a Case Study. 50% of AS Grade

A-level

AS content plus Developing Business Strategies and Managing Change.

Unit1: 2 hr exam with multiple choice and short answer case study questions and two essays. 33.3% of A-level

Unit2: 2 hr exam with extended answer questions based on a Case Study. 33.3 % of A Level

Unit3: 2 hr exam with extended answer questions based on a Case Study. Based on AS content. 33.3 % of A Level

What will I learn on this course?

AS: This is focused on developing an understanding of the activities a business follows in order to be successful and how these are managed. Activities include: Financial activities: Raising Finance, Cash-flow, Budgeting, Breakeven; HR Activities: Recruitment, Training, Appraisal, Motivation; Marketing Activities: Pricing, Promotion, Distribution and Products; Operational Activities: Efficiency, Quality, Customer Services, Suppliers

A Level: This is focused on developing an understanding of how businesses manage the creation of corporate objectives based on internal and external influences and then implement corporate strategies to achieve these. Strategies include: Financial: Cost minimisation, Investment appraisal, Profit centres; HR: Workforce Planning, Employee relations, Agile structures; Marketing: Market & Product Development, International Marketing; Operations: Scale and resources mix, Innovation, Lean operations; Management: Culture, Change Management and Leadership

For what kind of student is this course suitable?

The course is designed to develop entrepreneurial decision making. Problem solving and analytical skills will be developed and sound numeracy skills will be needed to carry out key business calculations. Students will need to make justified decisions quickly based on analysis of a wide variety of factors and be able to evaluate the relative influence of these factors on the decisions made.

Information is often in graphical and numerical format so a high degree of numeracy is required.

What skills can I develop during this course?

Problem solving, Decision making, Information handling, Analysis and Evaluation skills are developed during the course. The course is also highly collaborative therefore team working and leadership skills will also be developed.

What could I go on to do at the end of my course?

Business Studies is a social science and as such can be effectively combined with other social sciences such as Economics, Politics and Geography as well as other more practical careers such as Law, Accountancy and Finance. Many of the skills involved are transferable and the study of one of these subjects will complement and enhance contextual appreciation of the other. Business Studies is widely regarded by universities as being a rigorous subject that develops the application of number, communication, IT skills, independent learning, team working and problem solving skills. It provides, therefore, a sound foundation for the higher study of most academic courses.

CHEMISTRY

Examination Board: AQA.

This subject CHANGED in September 2015

How is the Course Structured?

AS

The AS topics studied cover Organic Chemistry, Inorganic Chemistry and Physical Chemistry. These topics are examined across two examination papers in the summer of Year 12, each of 90 minutes. The examinations test understanding with a mixture of objective test questions (multiple choice), short answer and extended answer questions.

A-level

The A-level contains all the content covered above and further topics in each area of Chemistry. There are three examinations in the summer of Year 13 of two hours each. Paper 3 is a synoptic paper assessing content over the whole course with a focus on experiments and practical work. The three A Level papers cover work from both years of the course.

Practical component

Practical skills are an integral part of studying Chemistry. Knowledge of twelve core practicals forms part of the syllabus of both the AS and A level qualifications and understanding of the methods, and reactions involved will be examined in the examination papers. The physical practical skills are also assessed throughout the course and students who demonstrate appropriate competency over the two years will be awarded a pass in the Practical Component. This does not contribute to the overall grade but is quoted separately on a results certificate.

For what kind of student is Chemistry suitable?

Students of Chemistry should have an interest in, and enjoyment of, this subject; want to find out about how things work in the real world; enjoy applying their minds to solving problems.

What do I need to know or be able to do before taking this course?

You should be familiar with the work that you covered in GCSE/IGCSE Chemistry as this forms the basis for the work at AS level. Your mathematical skills should be of a good standard as 20% of the course is based on these. If you have not studied Chemistry as a separate Science, some extra work may be required over the summer before starting this course.

What will I learn on this course?

You will build on your GCSE knowledge about atoms and their structures, and develop a wide range of understanding of organic chemistry molecules and their importance in petrochemical and pharmaceutical industries. Amongst other topics, you will look at the reactions of the elements on the Periodic Table, electrochemistry and batteries/fuel cells and study atmospheric chemistry including the ozone layer, CFCs and which molecules are greenhouse gases.

What skills will you develop?

You will gain an appreciation of how scientific models are developed and evolved, the applications and implications of Science, the benefits and risks that science brings, and the ways in which society uses science to make decisions. You will also develop practical skills, including making observations, collecting data, analysing experimental results and formulating conclusions.

What could I go on to do at the end of my course?

Chemistry is a rigorous subject that is highly-regarded, opening the doors to many areas of work. You could study Chemistry and build a career in fields as diverse as developing new drugs, or making new materials with interesting properties and uses, or trying to work out how our climate is influenced by man-made pollution. Chemistry is also required for all Medical and Veterinary courses. The skills you will develop in Chemistry are transferable to many other areas and degree courses.

CLASSICAL GREEK (AS-level only, 2 years)

NOTE: *This subject will not be offered during normal timetabled lessons within the blocking scheme, but in extra-curricular time over two years and should not normally be chosen as one of a student's main four subject choices*

Examination Board: OCR

This subject **WILL** be changing in September 2016

AS

Unit 1: *Unprepared Translation*. This will consist in a passage of Greek prose, a little more difficult than GCSE but not as difficult as A-Level. A defined vocabulary list is issued for this module. There is a heading and the first few lines of the passage are in English.

Unit 2: *Verse and Prose Literature*. Candidates will be examined on passages selected from one verse author and one prose author. Approximately 200 lines will be set from each. Questions will examine comprehension, translation, context and literary features. There is also an option of translation of short English sentences into Greek. The set texts for 2016 are either Thucydides or Plato (Prose) and Homer *Odyssey* or Sophocles *Antigone* (Verse).

What do I need to know or be able to do before taking this course?

There are no specific requirements for this course although a good linguistic ability is desirable. The first months of the course will be spent gaining a mastery of the language; once this is done, students will embark on studying classical Greek texts.

Ancient Greek is suited to all students with an interest in languages, both ancient and modern. You do not need to have studied Greek or Latin to GCSE. Other subjects which would go well with Greek are Latin, Ancient History, English Literature, Modern Foreign Languages, Mathematics and Classical Civilisation.

For what kind of student is this course suitable?

Ancient Greek allows students to study the culture of Greece through the original sources in the original language. Ancient Greek is also, like Latin, the root of much of English, and of other European languages, in terms of vocabulary and grammar. It is particularly suited to able linguists who wish to take their study of language to a higher level, and to students who enjoy the process of intellectual challenge.

What skills can I develop during this course?

The study of Ancient Greek will develop your analytical skills, allowing you to examine and evaluate evidence. It also develops the skills associated with literary appreciation. These are skills which can be transferred into a wide range of other subjects and careers.

COMPUTER SCIENCE

EXAMINATION BOARD: OCR

This subject **CHANGED** in September 2015

Course Structure

AS

01 COMPUTING PRINCIPLES

This component will be a traditionally marked and structured question paper with a mix of question types: short-answer, longer-answer, and levels of response mark- scheme-type questions. It will cover the characteristics of contemporary systems architecture and other areas.

02 ALGORITHMS AND PROBLEM SOLVING

This component will be a traditionally marked and structured question paper and will include a mix of question types: short-answer, longer-answer, and levels of response mark-scheme-type questions.

There'll be a short scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving.

Other areas covered include the following:

- Elements of computational thinking
- Problem solving and programming
- Algorithms.

A-level

01 COMPUTER SYSTEMS

This component will be a traditionally marked and structured question paper with a mix of question types: short-answer, longer-answer, and levels of response mark- scheme-type questions. It will cover the characteristics of contemporary systems architecture and other areas including the following:

The characteristics of contemporary processors, input, output and storage devices, software and software development, exchanging data, data types, data structures and algorithms, legal, moral, cultural and ethical issues.

02 ALGORITHMS AND PROGRAMMING

This component will be a traditionally marked and structured question paper with two sections which will include a mix of question types: short-answer, longer-answer, and levels of response questions.

SECTION A

Traditional questions concerning computational thinking: elements of computational thinking, programming and problem solving, pattern recognition, abstraction and decomposition, algorithm design and efficiency, standard algorithms.

SECTION B

There'll be a scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving.

03 PROGRAMMING PROJECT - External postal moderation or repository.

Students and/or centres select their own user-driven problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the Assessment Objectives. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

What will I learn on this course?

This Computer Science specification is relevant to the modern and changing world of computing. The course will:

- Focus on programming, building on previous knowledge and emphasise the importance of computational thinking as a discipline.
- Have an expanded maths focus, much of which will be embedded within the course.
- Put computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- Allow student to apply the academic principles learned in the classroom to real world systems.
- Give students a clear progression into higher education.

AS DANCE

Exam Board: AQA

<http://www.aqa.org.uk/subjects/drama-and-performing-arts/a-level/dance-7236> (draft)

This subject **WILL** be changing in September 2016

How is the course structured?

AS Dance is divided into two units-

Unit 1: Performance and Choreography: This unit has two main aspects which consider the dancer as a performer and the craft of choreography. Much of this unit is delivered through practical dance sessions backed up with independent research topics. Candidates are required to choreograph and perform a solo dance, as well as perform in a duet/trio.

Unit 1 is externally assessed through a non-exam assessment, marked by an external assessor from AQA during a visit to our college. It is worth 50% of your AS qualification

Unit 2: Critical Engagement: This unit includes two areas of study (chosen from five). One is a compulsory area of study - The Rambert Dance Company from 1966-2002. The other area considers either the development of modern dance or the romantic ballet period. This unit is taught as a mixture of practical exploration, research, and analysis of professional works using DVD and/or live performances. Unit 2 is assessed in a written examination (2hours) Section A has short questions based on your own practice from Unit 1. Section B has short questions on the compulsory area of study. Section C has two essay style questions on both of the areas of study in Unit Two. It is worth 50% of your AS qualification.

What do I need to know or be able to do before taking the course?

AS Dance runs as a twilight course, with one long session after school per week. Since the contact time allocated would be less than normal for an AS course, students would be expected to carry out regular research and written assignments as homework. (In the past, some students have chosen to continue on to A Level. The new courses have been designed so that the content of the AS specification can be carried over to be developed in the second year of A Level)

What will I learn on this Advanced level course?

You will consider the dancer as performer by studying the demands made in practice and performance on a dancer – both physically and mentally. Through choreography you will gain knowledge and understanding of the constituent features of the dance and their possible relationships. Throughout the course you will study professional repertoire in a variety of dance styles and learn how to make analytical comments in terms of character, qualities, subject matter, interpretation and choreographic intention. By investigation and research you will learn how to use the theoretical aspects of Unit 1 in your own solo choreography as well as by performing as a soloist and in a group.

What kind of student is this course suitable for?

It is best suited to students who have a good dance background (in any style), or those who might be attending dance lessons already. However, any students who have a keen interest in dance and are willing to work hard may take up this option. It may compliment other artistic 'A' Levels such as Drama, Music, Art and Photography, or add an extra dimension to other less practical courses being studied.

What skills can I develop during the course?

Dance promotes a healthy lifestyle through an awareness of the importance of exercise and training. It develops creativity through individual challenges and collaboration. Analytical awareness and the ability to enjoy dance and other art forms are also nurtured.

What could I go on to do at the end of my course?

The content allows students to study a subject which can be extended through higher education – such as performing arts, teaching or pure dance training. It also acts as an 'extra' AS level which reflects a creative side to any student applying for higher education or employment.

DESIGN & TECHNOLOGY

GRAPHICS & RESISTANT MATERIALS

Examination Board: AQA

The subject specification will **NOT** be changing in 2016.

How is this course structured?

AS

Graphics

Students will undertake two mini-projects. One will involve blue-sky design and concept models and renderings (previous projects have included an electronic cox for rowing boats and mounted GPS for bikes). The second project will be an architectural study and model for a proposed new build. Each project will have a 20 page electronic portfolio and a finished practical model. The client and user groups for the two AS projects will be provided by the department.

Resistant Materials

Students will work on two mini-projects. One will involve working with a set user group and enable pupils to produce a chair specifically designed for young children. The second project will involve working with a more commercial client and pupils will design advertising and racking systems for wine display in a commercial environment. Each project will require a 20 page electronic portfolio and a practical outcome.

A2

Students will select their own area for research and produce a 40 page electronic portfolio and an outcome that encompasses both 2D and 3D designs. It can be a working prototype or a concept model. Areas for study can be very broad and we can usually accommodate any particular student interest. Whilst students in the L6th opt for either a Graphic or Resistant Materials route, both groups will undertake the same theory exam and can choose the type of project and materials that they wish to work in at A2. At both AS and A2 regular deadlines will be set and pupils are expected to spend considerable extra time in the department outside lessons to ensure that they meet these.

Four periods a week are spent on portfolio and practical work and two periods are given to theory. Pupils will be given regular weekly tests on theory and a longer test at the end of each half term, in preparation for the final examinations.

What do I need to know or be able to do before taking the course?

It is expected and extremely advantageous for pupils to have studied a technology subject at GCSE and to have gained a minimum of a B grade. In exceptional circumstances and in consultation with the Head of Department it may be possible to take this subject without (I)GCSE DT but we would then expect a student to show a high level of aptitude in subjects with a similar skills base such as Art or be able to show a good portfolio of design work. It should be stressed that a student who wishes to do this will be at a disadvantage in terms of theory knowledge and would be advised to read the GCSE texts before undertaking the course. Good drawing skills, experience with design software and excellent time management are all crucial skills.

What will I learn on this course?

Pupils will have the opportunity to work with a range of graphic materials and complex manufacturing techniques (including 3D printing and laser cutting). The range of software available for students to use is similar to that found in professional Graphic Design studios and we make extensive use of Adobe CS6. Pupils will learn to meet others design needs in terms of: form, function, sustainability and economics. A professional/studio approach is used throughout and pupils will work in a manner similar to design graduates.

The practical and design elements of the course are underpinned with rigorous theory knowledge and pupils should be aware that 50% of the marks at AS are gained in an end of year exam on materials theory and 50% of marks at A2 are based on longer essay based questions.

For what kind of student is this course suitable?

Students who are willing to spend time meeting high design standards and who are likely to want to pursue further studies in: Architecture, Product Design, Industrial Design, Graphic Design and Engineering (although Maths and Physics would be more advantageous for Engineering) and people who like spending time drawing, sketching and problem solving. It is an excellent further subject for those studying Maths/Sciences and suits those with an interest in engineering. It can also be combined with Art for students looking to pursue Arts, Design or Architecture degrees.

What skills can I develop during this course?

Pupils who are successful on this course invariably end up with good time management skills. Use of commercially used software is encouraged and pupils have extended access to the two suites of Macs and Adobe CS6 in the department

What could I go on to do at the end of my course?

Students can go on to degree courses in Graphic Design, Industrial Design, Product Design, Architecture, Engineering.

DIGITAL PHOTOGRAPHY

Examination Board: WJEC

This subject **CHANGED** in September 2015.

How is the course structured?

AS

This consists of one unit: Personal Creative Enquiry. This is an extended, exploratory project in response to a set theme and students must integrate critical, practical and theoretical work..

A-level

The coursework unit is made up of two integrated constituent parts:

- A major in-depth investigative project with outcomes based on themes and subject matter of personal significance to the candidate.
- An extended written element of 1000 words minimum, which may include images and texts and must clearly relate to the practical work.

The externally set assignment consists of two parts:

- **Supporting and preparatory studies** in response to one of the themes set by the exam board. Responses take the form of critical, practical and theoretical preparatory work that will inform the resolution of the ideas.
- **A 15 hour period of sustained focus work.** The resolution of learners' ideas from the preparatory work must be completed in this period under supervised conditions.

What do I need to know or be able to do before taking this course?

It is desirable that students taking this course have previously studied GCSE Art & Design, but consideration will also be given to a student with a portfolio of work that shows a reasonable level of interest in Photography. Good skills in research and critical thinking are also highly desirable.

What will I learn on this course?

The main purpose of any course in art, craft and design is to develop your ability to appreciate the visual world, respond in a personal and creative way and perhaps even contribute for the benefit of everyone. The skills you will develop will be varied. Among them, you will develop a working knowledge of cameras and photographic techniques and lighting. You will develop the skills to interpret and convey your ideas and feelings using photographic imagery. You will develop your imaginative and creative powers and your experimental, analytical and documenting skills. You will also develop a specialist vocabulary and the knowledge and understanding of the place of photography in history and in contemporary society.

For what kind of student is this course suitable?

Students studying this course need to be well motivated, organised and able to work independently. It is important that students have genuine interest and enthusiasm for the subject and a willingness to engage with new ideas. A determination to develop skills through sustained practice is also required.

What skills can I develop during this course?

Skills developed include: visual communication, creativity, critical and contextual awareness, problem solving and a thorough knowledge of photographic editing and manipulation.

What could I go on to do at the end of my course?

With a degree, your photography career options increase exponentially since visual artists are needed across many different industries, including advertising, film, television, fashion, geological surveillance, and architecture, but Photography is useful in practically all fields of work and leisure.

DRAMA AND THEATRE STUDIES

Examination Board: WJEC

This subject WILL be changing in September 2016.

Currently the specification is only in draft form.

The proposed subject content for GCE Drama requires candidates to study a minimum of two complete performance texts plus three key extracts covering a range of periods and contexts. Candidates will also participate in a minimum of two performances, one devised and one text performance. Candidates will need to consider the working methods of a theatre practitioner in their devised performance work. Candidates may follow performance or design options for both the devised and text performances. It is also recommended that live theatre review becomes part of the non-examined assessment so that it can inform candidates' practical work.

Candidates will study one of the complete performance texts at AS and the second performance text at A-level (however the A-level exam will also contain further questions on the text studied at AS). Of the three key extracts candidates study, two will be performed and chosen by the centre and one will be an unseen text within the A-level assessment.

It is proposed that the GCE specifications in Drama will be 60% non-exam assessment (which could include internal and external assessments) and 40% exam assessment. For the overall qualification, AS assessments will be worth 40% of the whole A-Level with 60% from the A-level assessments.

It is proposed to incorporate the evaluation of live theatre into one of the A-level units so that candidates can relate it to their own theatre practice, and benefit from the greater maturity achieved during the second part of the course. This is a change from the current specification where candidates analyse live theatre in the AS examination.

Why study Drama and Theatre Studies?

Drama and Theatre Studies has become a highly respectable A level over the last decade and is valued by universities as a subject connected to both the Arts and the Humanities; courses in Law, History, Social Sciences, Languages and Medicine favour this subject. The balance of practical skills and academic knowledge develops cross-curricular skills that include writing, speaking and the ability to analyse and organise information. It is also a subject that builds confidence and empathy, plus an understanding of ethics and philosophical thought.

What do I need to know or be able to do before taking this course?

You do not need to have taken GCSE Drama to gain entry to the Drama and Theatre Studies course. Students need to be willing to work hard, keen to learn about performing and good at working as part of a creative team.

ECONOMICS

Examination Board: EDEXCEL

This subject **CHANGED** in September 2015.

AS

Students study two themes. In both cases they will be assessed upon a combination of the following.

- Multiple choice questions, which require short supportive answers
- Data response questions broken down into a number of parts
- An extended open response question.

Each theme will be examined for 1½ hours and has an equal weighting towards the AS qualification. .

- **Introduction to Markets and Market Failure.** This looks at how markets work and why they fail. This unit provides students with an introduction to the nature of economics and examines the operation of markets for goods and services. Students also examine the nature of market failure, its causes and possible remedies.
- **The UK Economy – Performance and Policies.** This provides students with an introduction to the key measures of economic performance and the main objectives and instruments of government policy.

A-level

Students may decide to undertake the linear 2 year course and study four themes which are amalgamated within three exams. The exams follow the same format as the AS qualification; however the style of questions will require a higher level of analytical evaluation.

- **Introduction to Markets and Market Failure.** This looks at how markets work and why they fail. This unit provides students with an introduction to the nature of economics and examines the operation of markets for goods and services. Students also examine the nature of market failure, its causes and possible remedies.
- **The UK Economy – Performance and Policies.** This provides students with an introduction to the key measures of economic performance and the main objectives and instruments of government policy.
- **Business Behaviour and the Labour Market.** Here students examine the nature of competition between firms, different market structures (i.e. how competition is affected by the number and size of market participants) and government intervention to promote competition in markets. Students will also be expected to look at the rational that firms are profit maximisers and then challenge this by looking at alternative business objectives
- **A Global Perspective.** This involves the application, analysis and evaluation of economic models in a global context; students are expected to be able to assess policies which might be used to deal with economic problems.

For what kind of student is this course suitable?

Economics is a social science and as such can be effectively combined with other social sciences such as Business Studies, Politics, Geography and History. Students who may wish to undertake an Economics degree would be advised to consider A-level Maths as one of their choices. Many of the skills involved are transferable and the study of one of these subjects will complement and enhance contextual appreciation of the other.

What could I go on to do at the end of my course?

Economics is widely regarded by university Admission Tutors as being a rigorous subject that develops the application of number, communication, IT skills, independent learning, team working and problem solving skills. It provides, therefore, a sound foundation for the higher study of most academic courses.

ENGLISH LITERATURE

Board: Edexcel

This course CHANGED in September 2015

How is the course structured?

2-Year A level:

Component 1: Drama; two hours and 15 min examination (30%)

Component 2: Prose; one hour examination (20%)

Component 3: Poetry; two hours and 15 min examination (30%)

Component 4: Coursework; one extended comparative essay (20%)

What do I need to know or be able to do before taking this course?

Students should demonstrate high levels of competence and commitment to their iGCSE English Literature studies. All the texts are taught in class time, enabling the development of the interpersonal skills of discussion, debate and presentation. Students are encouraged to read widely and with discrimination, learning also to consider when texts were written and how they may be read now in comparison to the past.

What kind of student is this course suitable for?

Students need a love for literature and a curiosity about language as well as the cultural forces which shape both. They need to want to reason, discuss and argue their ideas with other students; they must also be prepared to listen to others' ideas sympathetically. A wider exploration of history and philosophy is also often required; English Literature teaches not just the facts but captures the spirit of the age.

What skills can I develop during this course?

Students will learn sophisticated skills of critical analysis and commentary along with the ability to synthesise their ideas into stylish, well-structured essays. Exploring responses through discussion and debate are important skills alongside tolerance and appreciation for the multiplicity of meanings generated by texts through time. Students will learn a thorough knowledge of the chosen texts through the many opportunities afforded for personal expression, discussion and opinion.

What could I go on to do at the end of my course?

This highly regarded qualification provides an excellent springboard into courses which value the skills of analysis and synthesis that you will learn. Apart from the study of English Literature and related courses at university, there are valuable skills acquired at A level. Many scientists choose English Literature for the same reasons as lawyers; as a complement to their other studies, they recognise the skills learnt are invaluable in sharpening their abilities to reason and analyse ideas.

FILM STUDIES

Examination Board: WJEC

This subject will NOT be changing for September 2016.

How is the course structured?

AS

There are two units, one of which is coursework offering you the chance to look at your own choice of film in detail and to storyboard or produce your own film. For the examination you will study British and American film.

A2

The coursework and examination have the same value. Coursework enables you to pursue film research and to develop a creative project. The examination covers a variety of issues in world cinema.

What do I need to know or be able to do before taking this course?

There are no particular requirements but a good level of literacy is necessary for you to express your ideas. You need to be enthusiastic about film and prepared to analyse your responses to visual media.

What will I learn on this course?

This course will enable you to:

- Develop your interest and enjoyment in a wide variety of films
- Gain an understanding of the development of the film industry in Britain and America and how it functions today
- Gain an understanding of the specialist language of film criticism
- Learn about the way films work to create meaning and how to articulate your responses to the messages and values represented across a wide variety of films through the study of genre
- Make informed and reasoned analyses of your responses to film
- Develop practical abilities in storyboarding, screenwriting and film-making

For what kind of student is this course suitable?

This course will appeal to you if you:

- Enjoy films across a wide spectrum of tastes and times
- Enjoy expressing your opinions and reasoning your responses to film
- Are prepared to research your ideas through a variety of media
- Have a particular interest in film, media or communication studies

What skills can I develop during this course?

You will:

- Take part in group discussion and make presentations exploring aspects of films studied
- Write analyses of film production, distribution and exhibition and their allied parts
- Research from a variety of sources details about film and the film industry
- Present ideas using DTP or WP facility
- Plan coursework and written assignments along with background reading and film viewing

What could I go on to do at the end of my course?

Film Studies teaches elements of History, Business Studies and analysis whilst encouraging you to develop your own ideas and the confidence to express them in speech and writing. You may want to specialise at university or link into subjects such as History, Media Studies, or Journalism.

FRENCH

Examination Board: Edexcel.

This subject WILL be changing in September 2016.

How is the course structured?

AS - Candidates study two main themes and six sub-themes. These include a range of social issues and trends, as well as aspects of the political and artistic culture of France and French-speaking countries. Theme 1 focuses on aspects of society of France. Theme 2 requires students to broaden their knowledge across French-speaking countries and communities. Unit 1: Listening, reading and translation (40% of the qualification/64 marks) Listening and reading assessments and an unseen passage for translation from French into English.

Unit 2: Written response to works and translation into French (30% of the qualification/48 marks)

Translation from English into French, followed by a grammar exercise. Students study one literary text or one film and select one essay question to write about their chosen work.

Unit 3: Speaking (30% of the qualification/48 marks)

Task 1: Respond to two texts and then discuss "*Les changements dans la société française*".

Task 2 is based on a discussion of "*La culture politique et artistique dans les pays francophones*".

A-level - Candidates study four themes which address a range of social issues and trends, as well as aspects of the political and artistic culture of France and French-speaking countries. Paper 1: Listening, Reading and Translation (40% of the qualification/64 marks)

Listening and reading assessments and an unseen passage for translation from French into English.

Paper 2: Written response to works and translation (30% of the qualification/48 marks)

Translate an unseen passage from English into French and write an extended response to one or two literary works or one literary work and one film.

Paper 3: Speaking (30% of the qualification / 48 marks)

Task 1: discussion about one Theme based on a stimulus containing two different statements.

Task 2: presentation and discussion about independent research.

Further details can be found by downloading the specification from edexcel.com

What do I need to know or be able to do before taking this course?

French is suited to all students with an interest in language and in major European countries. It is beneficial to study other languages, as they complement each other by covering similar topic areas. However German can link equally well with Mathematics, Music, Economics, Business Studies or the Sciences as it is an extremely logical language or with the Humanities such as History or Geography.

For what kind of student is this course suitable?

By studying French at A-level, the language starts to come as second nature, you make it part of you and your skill for a lifetime – a lifetime guarantee of stimulating, colourful knowledge which you develop as opportunities come your way!

You will discuss and write about current topics in French as well as gaining an insight into your own culture and that of a major European country. Popular sociological themes and Film and Literature are covered at AS and A-level.

Language is for communication in all its forms and you should be, or want to be, able to communicate effectively in speaking and writing. You spend time learning how to do this and you are well supported. It is good to become a person with views and opinions as well as developing an interest in current affairs. You will also be given an understanding of the French speaking world and learn how to translate from one language to the other as well as writing a literary essay.

What skills will I acquire and develop?

Knowledge of French is the most obvious acquisition, as well as an ability to debate and discuss current issues in a confident manner in a foreign language. You will also develop your analytical skills and be able to research and evaluate information. A greater understanding of your own language as well as other European languages will follow, should you wish to pursue a linguistic career.

What could I go to do at the end of my course?

With an AS or A-level qualification in French you could on to Higher Education or directly into employment.

Businesses today value a language student very highly, particularly in England where language skills are becoming a rarity! There are the obvious professions such as teaching, translating and interpreting but there are many others in industry, law, medicine, marketing or politics. Moreover many of our past linguists have gone on to study other languages at university, such as Arabic, Bulgarian, Russian and Japanese.

GEOGRAPHY

Examination Board : AQA.

This subject **WILL** be changing in September 2016

AS

This is a stand- alone qualification, tested at the end of Lower 6. AS marks are not carried forward towards an A Level grade, however some of the topics are revisited and examined at a higher level for A Level at the end of Upper 6. All students will sit examinations at AS and will have to decide whether to continue towards the full A Level in the following year.

Component 1: Physical Geography & People and the Environment:

Section A: Option: Coastal systems

Section B: Option: Contemporary urban environments.

Component 2: Human Geography & Geography Fieldwork Investigation:

Section A: Changing Places

Section B: Geography Fieldwork Investigation and Geography skills.

Each component will be tested with a written examination worth 50% of the total AS marks. Each examination will be 90 minutes long and will be marked out of 80 marks. Section B will involve local field work in an urban area and/or a coastal environment in order to answer questions in the examination.

A-level

This course follows on from the AS course and is studied in Upper 6.

50% of the topics at A Level is covered in Lower 6

Component 1: Physical Geography: Written examination; 40% of total A level (150 minutes)

Section A: Core: Water and Carbon Cycles

Section B: Option: Coastal systems*

Section C: Option: Hazards- (essay style response)

Component 2: Human Geography: Written examination; 40% of total A level (150 minutes)

Section A: Core: Global Systems & Governance

Section B: Core: Changing Places*

Section C: Option: Contemporary Urban Environments- (essay style response)*

Component 3: Geographical Investigation: 3000-4000 words. 20% of the total A Level

Teacher marked and moderated by AQA. Each student will select a title based on any part of the syllabus.

What do I need to know or be able to do before taking this course?

The course builds on themes taught at GCSE but also includes some new topics which are chosen for their relevance to current world issues. There is a compulsory field course, in October in the Lake District, lasting 4 days. It is highly desirable for all students taking AS Geography to have studied GCSE Geography, but students without this background of knowledge may be accepted on the course if they are willing to undertake extra reading to supplement the work studied in lessons.

For what kind of student is Geography suitable?

Ideally, students will have well developed literacy and numeracy skills and be interested in local, national and world issues. They will be prepared to research topics from textbooks, magazine publications and websites and must be prepared to present their findings to the group.

What skills can I develop during this course?

The course will provide useful transferable skills such as data collection, analysis of information, ICT, problem solving, written and oral communication and teamwork.

What could I go on to do at the end of my course?

Geography is considered to be a Science or an Arts subject so it can be linked with History, Religious Studies and English or it can provide a link to the sciences, particularly Biology, Psychology and Physics. Past geographers have also studied Mathematics and Economics with Geography. Employers recognize the valuable skills held by geographers. There are many careers suited to students of geography, such as: politics, international relations, teaching, architecture, civil engineering, environmental management, town and country planning, resource management, travel, business management and finance.

GERMAN

Examination Board: Edexcel.

This subject **WILL** be changing in September 2016.

How is the course structured?

AS - Candidates study two main themes and six sub-themes. These include a range of social issues and trends, as well as aspects of the political and artistic culture of Germany and German-speaking countries.

Theme 1 focuses on aspects of society of Germany. Theme 2 requires students to broaden their knowledge across German-speaking countries and communities. Unit 1: Listening, reading and translation (40% of the qualification/64 marks)

Listening and reading assessments and an unseen passage for translation from German into English.

Unit 2: Written response to works and translation into German (30% of the qualification/48 marks)

Translation from English into German, followed by a grammar exercise. Students study one literary text or one film and select one essay question to write about their chosen work.

Unit 3: Speaking (30% of the qualification/48 marks)

Task 1: Respond to two texts and then discuss "*Gesellschaftliche Entwicklung in Deutschland*".

Task 2 is based on a discussion of "*Politische und künstlerische Kultur im deutschen Sprachraum*".

A-level - Candidates study four themes which address a range of social issues and trends, as well as aspects of the political and artistic culture of Germany and German-speaking countries. Paper 1: Listening, Reading and Translation (40% of the qualification/64 marks)

Listening and reading assessments and an unseen passage for translation from German into English.

Paper 2: Written response to works and translation (30% of the qualification/48 marks)

Translate an unseen passage from English into German and write an extended response to one or two literary works or one literary work and one film.

Paper 3: Speaking (30% of the qualification / 48 marks)

Task 1: discussion about one Theme based on a stimulus containing two different statements.

Task 2: presentation and discussion about independent research.

Further details can be found by downloading the specification from this link: www.edexcel.com

What do I need to know or be able to do before taking this course?

German is suited to all students with an interest in language and in major European countries. It is beneficial to study other languages, as they complement each other by covering similar topic areas. However German can link equally well with Mathematics, Music, Economics, Business Studies or the Sciences as it is an extremely logical language or with the Humanities such as History or Geography.

For what kind of student is this course suitable?

The emphasis is on communication. It is therefore easier if you are a reasonably outgoing and conscientious person with views and opinions as well as an interest in current affairs. You will also be taught how to explore and develop an understanding of the German speaking world and learn how to transfer meaning from one language to the other as well as writing essays.

What skills will I acquire and develop?

You will develop an ability to debate and discuss current issues in a confident manner in a foreign language with your analytical skills and ability to research and evaluate information. A greater understanding of your own language as well as other European languages will follow. There may be the possibility of a week's German course in Biberach, in the summer.

What could I go to do at the end of my course?

You could go on to Higher Education or directly into employment. Businesses today value language students very highly. Possible careers include teaching, translating and interpreting but also industry, law or politics. Many go on to study other languages, eg Arabic, Bulgarian, Russian or Japanese.

HISTORY

Examination Board: OCR

This subject CHANGED in September 2015

Course structure

Over the two years of the course you will study a British History unit, worth 25% of your total mark, a non-British unit, worth 15%, a thematic study of a period of around 100 years, worth 40%, and complete an independent coursework essay of 3000-4000 words, worth 20%. The exact topics will depend on which combination of teachers you have and at which College you study. However, it is likely that you will encounter some scintillating Stuarts, possibly a revolting French peasant or two, a few cowboys and the rise of a new communist superpower in China. You will be able to pursue your own interests, within some parameters, in your coursework. All examinations for the full A-level qualification are at the end of Year 13.

What do I need or be able to do before taking the course?

Enjoy the subject, both in lessons and through reading books, watching documentaries and visiting museums and places of historical interest. Although GCSE History is not a requirement it is definitely an advantage when taking the A-level, particularly with the technical skills of source analysis. However, you can catch up and all the skills needed will all be taught during the A-Level course. You must be comfortable with extensive reading and expressing yourself with extended writing.

What will I learn on this course?

The course covers a broad range of different periods and topics giving you a wide range of content to stimulate your interest. Of equal importance, though, are the subject specific and more general skills that you will develop.

For what kind of student is this course suitable?

There is an extensive amount of independent learning in this subject as it is simply not possible in class to be taught the whole subject in adequate depth for a top grade. This means that reading around the subject is a given. The course combines very well with other Humanities, particularly Economics, RS and languages, ancient and modern. It also overlaps neatly in terms of the skills needed for Geography and English. It can provide important balance for a combination of subjects centred on Maths and Sciences. Past students have also combined History with Music, Drama and Art and have found that the understanding of human society that History gives adds context to these subjects. Universities often appreciate this academic breadth.

What skills can I develop during the course?

Students benefit from developing excellent written skills and learning to communicate complex ideas clearly and fluently (verbally and in their writing), including being able to construct a reasoned argument. Research skills are an integral part of the course particularly in the coursework module. Critical thinking and analytical skills will also be a focus, especially when using sources.

What could I go on to do at the end of my course?

History is highly regarded by universities and employers. It is recognised as providing excellent preparation for a wide range of courses at university, beyond those obviously associated with the subject. It is a very good grounding for careers that focus on the articulation of ideas, logical thinking and argument, such as law, journalism and government and politics. It is also viewed positively by employers who demand proof of a good brain, in fields such as Accountancy, Medicine and Architecture.

LATIN

Examination Board: OCR

This subject WILL be changing in September 2016.

How is this course structured?

At both AS and A2 students study the Latin language as well as a selection of Latin verse and prose texts.

AS

Unit 1 *Latin Language*: An unseen translation from Latin into English. There is a defined vocabulary list; any words not on the list which occur in the examination will be translated.

Unit 2 *Latin Verse and Prose*: Questions on a selection of Latin authors, one prose (Cicero or Tacitus) and one verse (Virgil or Ovid). Candidates have to prepare approximately 225 lines of each.

A-level

Units 3 and 4: *Latin Verse and Unprepared Translation & Latin Prose and Comprehension / Composition*

These involve the study of approximately 300 lines of Latin verse and 400 lines of Latin prose. There are two set authors for each paper, from which candidates choose one. They are the same texts as set for AS, but candidates study the remainder of the text not studied at AS. Candidates are expected to be able to demonstrate the same skills and responses as for Unit 2. Unit 3 also involves a passage of Latin verse from a named author and Unit 4 an unseen comprehension or a passage for prose composition.

What do I need to know or be able to do before taking this course?

Latin is suited to all students with an interest in languages, both ancient and modern. You do need to have studied Latin to GCSE and to have passed at a reasonable level to start this course. Other subjects which would go well with Latin are Ancient History, English Literature, Languages, Mathematics and Classical Civilisation.

For what kind of student is this course suitable?

Latin allows students to study the culture of Rome through the original sources in the original language. Latin is also the root of much of English, and of other European languages, in terms of vocabulary and grammar. It is particularly suited to able linguists who wish to take their study of language to a higher level.

What skills can I develop during this course?

The study of Latin will develop your analytical skills, allowing you to examine and evaluate evidence. It also develops the skills associated with literary appreciation. These are skills which can be transferred into a wide range of other subjects and careers.

What could I go on to do at the end of my course?

With a qualification in Latin you could go on to Higher Education, or directly into employment. Latin is an excellent preparation for students who wish to progress to further study of the classical world, or often for those pursuing law. Previous students have gone on to study Classical Studies, Archaeology, Foreign Languages, Law as well as many other Humanities subjects. Latin is looked on favourably by prospective employers as students of it have developed high levels of linguistic, analytical and evaluation skills.

MATHEMATICS & FURTHER MATHEMATICS

Examination Board: EDEXCEL

This subject will NOT be changing in September 2016.

How is this course structured?

The modular structure of Mathematics allows the two Colleges' departments to offer a wide variety of courses for both specialists and those who view mathematics as a tool to be used by other subjects. There are eighteen units split into four subject areas:

Core mathematics (7 units) which must form the backbone of any mathematics course – the most similar to IGCSE mathematics.

Mechanics (5 units) which is an area of particular interest to physics students

Statistics (4 units) which is particularly relevant to biology, business studies, economics and geography students.

Decision mathematics (2 units) which deals with approaches to practical problems and is particularly relevant to business studies and economics students.

The courses offered are:

AS Mathematics

Three units are taken in the Lower 6, comprising of two compulsory Core maths units (C1 and C2) and one choice of Applied unit (M1, S1 or D1)

A2 Mathematics

An additional three units are required, comprising of two compulsory Core maths units (C3 and C4) and one choice of Applied unit (M1, M2, S1, S2 or D1)

A-level Further Mathematics.

Twelve units are required in total, the first six or seven of which are taken as A-level mathematics during the course of Year 12. The final five or six units taken during the Year 13 to give the A-level Further Mathematics qualification. Students contemplating studying up to seven units per year should realise that this involves roughly twice the amount of tuition and work as the more conventional three units per year. Mathematics and Further Mathematics does, however, count as two full A-levels.

What do I need to know or be able to do before taking this course?

Although there is no direct link between IGCSE results and A-level results, it must be said that the best preparation for A-level mathematics is a good performance at IGCSE. Experience has shown that students who have not performed well at IGCSE rarely succeed, even at AS.

For what kind of student is this course suitable?

The complexity caused by the large number of units and the different outcomes that are possible over one and two years for students of different abilities and interests means that all potential students are strongly advised to discuss the avenues that are, in practice, open to them with their mathematics' teacher. Be warned, some applied mathematics modules may not be available to all students – the choice available will depend to a large extent on the other subjects chosen by the student.

MUSIC

Examination Board: EDEXCEL

This subject will undergo SOME CHANGES in September 2016.

How is this course structured?

Proposed changes to A-level Music from 2016 include four Areas of Study (performing/realising, composing/arranging, analysing and demonstrating knowledge). Proposals suggest that 60% of the assessment will be through coursework, and 40% of assessment through examinations.

AS

Paper 1: Performing (30%). This unit gives students the opportunities to select and prepare repertoire to perform as soloists and/or as part of an ensemble. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed performance.

Paper 2: Developing musical ideas (30%). This unit requires students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

Paper 3: Listening and understanding (40%). This unit focuses on listening to set works from the Board's anthology. Students will be required to thoroughly study these works through listening, score analysis and understanding the historical and cultural contexts surrounding them. In addition, students will be required to identify harmonic and tonal features of scores and works, and then apply this knowledge in the completion of a short passage for SATB.

A-level

The course is designed to extend the skills which have already been introduced during Year 12.

Unit 4 (extended performance) is based recital of music chosen by the candidate.

Unit 5 extends compositional skills, currently through prescribed Compositional Techniques topics and further composing. Unit 6 (Further Musical Understanding) consists of a listening paper in which candidates' aural skills are tested. They are required to demonstrate a broad understanding of musical contexts, styles and genres. A written paper tests candidates on their knowledge of a selection of works studied during the course.

What do I need to know or be able to do before taking this course?

It is a distinct advantage to have taken GCSE Music before beginning the AS Music course, but it is not compulsory. You should be able to perform to at least Grade 5 standard on your main instrument before starting the course and have taken your Grade 5 theory examination.

For what kind of student is this course suitable?

Anyone who has a keen interest in performing, creating and listening to different styles of music and who wishes to broaden their experience and deepen their understanding of both live and recorded music. During the course you will be given the opportunity to study musical works chosen by Edexcel which represent a wide range of musical styles from Early Music through to Modern and Popular Music.

What could I go on to do at the end of my course?

Students who have taken Music at A-level have gone on to pursue a wide variety of courses at university. The discipline and academic rigour required for the study of music in the Sixth-Form are transferable to any university course that demands a high level of self-motivation and independent study. In addition to careers in music and the wider performing arts, our music students have also pursued careers in medicine, law, science and journalism. Many will continue their musical interests through musical clubs and societies alongside their studies and former A-level Music pupils can be found participating in a wide variety of community ensembles that include church choirs and local orchestras.

PHYSICS

Examination Board: AQA

This subject CHANGED in September 2015.

What is studied in this course?

- Measurements and errors – Year 12
- Particles and radiation – Year 12
- Waves – Year 12
- Mechanics and materials – Year 12
- Electricity – Year 12
- Further Mechanics (Periodic motion)
- Thermal physics
- Fields and their consequences
- Nuclear physics
- Practical skills
- Data analysis
- One optional topic from : Astrophysics, Medical Physics, Engineering physics, Turning points in physics, Electronics

For what kind of student is this course suitable?

Anyone who wants to know how the world around them works ought to study physics. The ultimate goal of physics is to find a “Theory of Everything” which will explain all the details of the Universe down to the smallest subatomic particle. That goal has yet to be achieved – perhaps some of those starting their A level courses next year will be the ones to do so.

What basic qualifications do you need before taking this course?

It is expected that students will have a good grade at GCSE or IGCSE Physics or Science and Additional Science. Students must also have a good GCSE or IGCSE maths grade. However, each student’s qualifications will be considered on an individual basis.

It is not compulsory to study A-level Mathematics in order to succeed at A-level Physics, provided you have a sound grasp of GCSE or IGCSE Mathematics. Those who do choose to study Mathematics to at least AS level will, however, find the Physics course easier, and A-level Mathematics is an essential prerequisite for studying Physics or a Physics-related subject at university.

What could I go on to do at the end of my course?

Apart from the obvious career of research physicist, Physics is essential for Engineering and also for many medical-related careers such as Hospital Physicist and Radiographer. Those wishing to become a pilot must also choose Physics. If you are choosing to study Mathematics you will find Physics quite straightforward and these subjects make a good combination. Physics also blends well with Biology (Biophysics), Chemistry and Geography (Geophysics). Other popular subject mixes are Physics and Music (especially Music Technology) and Physics with Design and Technology (for the engineering approach). Many physics graduates choose careers in the finance industry, where there is a demand for their mathematical-modelling skills.

PSYCHOLOGY

Examination Board: AQA

This subject **CHANGED** in September 2015.

	Topics	Nature of Assessment	Total A-level (%)
Paper 1	Including topics such as Social influence, Memory, Attachment and Psychopathology	Written examination	33.3
Paper 2	Including topics such as Biopsychology and Research methods		33.3
Paper 3	Including topics such as Relationships, Addiction, Schizophrenia, Eating behaviour, Stress and Forensic Psychology	Choice of 3 topics: Written examination	33.3

What do I need to know or be able to do before taking this course?

Psychology will allow you to have a better understanding of the human mind and how everyday behaviour is influenced by the world around us. It will enable you to develop your critical thinking and evaluative skills and have a better understanding of many social, scientific and contemporary issues involved in our daily life. Throughout the course candidates will also be expected to apply their knowledge and understanding of research methods, different approaches, issues and debates in psychology as well as develop an appreciation of the relationship between research, policy and practices in applying psychology in everyday life.

For what kind of student is this course suitable?

You do not need any previous knowledge of Psychology in order to study this subject at A-level. As Psychology is regarded as a scientific discipline it complements other scientific subjects (especially Biology). The A-level part of the course will require essay style answers therefore a good ability to write would be advantageous. A GCSE Maths, English and Science grade A*-C are also considered necessary. However, the main criteria for success in Psychology are dedication, hard work and enthusiasm.

What skills can I develop during this course?

Psychology lends itself to a variety of different teaching methods including teacher led sessions, individual research, class presentations and discussion. Students will develop the ability to work independently, with peers and build on their examination technique. In addition to this, Psychology will give you an excellent grounding into reading and interpreting scientific research, data analysis and evaluative skills, all of which are essential for Higher Education.

What could I go on to do at the end of my course?

Psychology is such a broad subject that you can go on to do most things. Many students have gone on to read Psychology at University, many of whom are now training to become Psychologists themselves! Other students have used the A-level as grounding for other degree courses including Business, Biology, Nursing and English to name but a few. Others have gone straight into work (including Finance and PR).

RELIGIOUS STUDIES

Examination Board: OCR

(This subject **SHOULD CHANGE** to the specification outlined below in September 2016, however the exam board are still awaiting final approval of the specification and will not guarantee changes at this stage).

Course structure

Within this course we do the 'Religious Philosophy' and 'Religious Ethics' and the 'Development of religious thought'. These three units will be studied initially to AS level, (the AS level counts as a standalone qualification and does not count towards the full 'A' level), the student may then decide to continue and attain the full 'A' level in the second year of study. The content of the full 'A' level is the full content of the AS plus additional topic areas.

What do I need to know or be able to do before taking Religious Studies?

It is NOT necessary to have a GCSE in Religious Studies, or a religious faith. It is necessary to have an open and enquiring mind. The syllabus contains the opportunity to look at many existential and classical philosophical and ethical issues. It would help to have an interest in this type of topic! A good qualification in a literate subject would show the ability to cope with an essay based course.

For what kind of student is Religious Studies suitable?

The course would suit anyone who wants answers to life's big philosophical, religious and ethical questions. This can appeal to students from a range of other subject areas that are willing to apply themselves.

What skills can I develop during this course?

Skills include analysis of argument, the ability to understand and manipulate abstract concept, to assess in a fair and reasoned manner a wide range of subject matter. The ability to think critically and rationally in an empathic and understanding manner is also developed.

What could I go on to do at the end of my course?

Religious Studies is a well-respected and recognised qualification in the work place and university. It is recognised as being a topic which teaches students to think and analyse to a high degree. Students have gone on to University with Religious Studies to study the whole range of Humanities, but also to study Science, Law and Medicine.

SPANISH

Examination Board: Edexcel.

This subject WILL be changing in September 2016.

How is the course structured?

AS - Candidates study two themes and six sub-themes. These include a range of social issues and trends, as well as aspects of the political and culture of Spain and Spanish-speaking countries. Theme 1 focuses on an aspect of society in Spain only. Theme 2 requires knowledge of other Spanish-speaking countries and communities.

Unit 1: Listening, reading and translation (40% of the qualification/64 marks)

Listening and reading assessments on a variety of sources and unseen translation from Spanish into English.

Unit 2: Written response to works and translation into Spanish (30% of the total/48 marks)

Translation from English into Spanish, followed by a grammar exercise. Students study one literary text or one film and select one essay question to write about their chosen work.

Unit 3: Speaking (30% of the qualification/48 marks)

Task 1: Respond to two short texts and then discuss "*La evolución de la sociedad española*".

Task 2: Discuss an aspect of "*La cultura política y artística en el mundo de habla española*".

A-level - Candidates study four themes which address a range of social issues and trends, as well as aspects of the political and artistic culture of Spain and Spanish-speaking countries.

Paper 1: Listening, Reading and Translation (40% of the qualification/64 marks)

Listening and reading assessments based on a variety of contexts and sources and an unseen passage for translation from Spanish into English.

Paper 2: Written response to works and translation (30% of the total/48 marks)

Translate an unseen passage from English into Spanish and write an extended response to one or two literary works or one literary work and one film.

Paper 3: Speaking (30% of the qualification/48 marks)

Task 1: discussion about one Theme based on a stimulus containing two different statements.

Task 2: presentation and discussion about independent research.

What do I need to know or be able to do before taking this course?

You should be attracted by all aspects of Spanish culture and interested in language. You need to enjoy manipulating Spanish to express yourself and to be curious about how language works.

What skills will I develop during this course?

This new specification is designed to encourage candidates to develop the knowledge and skills acquired at IGCSE level and to use Spanish in a wide range of contexts, gain a useful insight into another culture and reflect on various aspects of contemporary society, and experience the enjoyment and motivation of improving their linguistic level. The courses will give you a profound understanding of the language. You know more about the mechanics of the language and also about how people live and use Spanish.

For what kind of student is this course suitable?

You should enjoy Spanish and have a natural curiosity and desire to learn more about Spanish and its cultures and enjoys communicating, exchanging ideas and giving and justifying opinions.

What could I do at the end of my course?

Having an AS or A Level language qualification shows that you are able to communicate and develop wider interests. You can go on to Higher Education or directly into employment. Businesses value language students highly and you are respected for having the discipline to study conscientiously. Careers include teaching, translating and interpreting, as well as law, marketing and politics. Spanish opens up a very wide range of countries in which you can work and travel.

SPORT & PHYSICAL EDUCATION

Examination Board: AQA

This subject WILL be changing in September 2016.

AS

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Examination - How it is Assessed:

Written exam: 2 hours - 84 marks - 70% of AS

Practical - How it is Assessed:

Internal assessment, external moderation - 90 marks - 30% of AS - Students assessed as a performer or coach in the full sided version of one activity. - Plus: Written/verbal analysis of performance

A-level

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course

Examination - How it is assessed

Written exam: 2 hours - 105 marks - 35% of A-level

Practical - How it is Assessed:

Internal assessment, external moderation - 90 marks - Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.

What will you learn on this course?

You will:

Explore the contemporary sociological issues in modern sport

Examine the effects of exercise and the relationships between training and performance

Analyse the way we learn to be skilful

Enhance your understanding of the role of technology or psychology in sporting performance

Find ways to improve your own performance through your greater understanding.

What do you need to know or be able to do before taking this course?

Several topics covered in the course are developments of work covered at GCSE but this is not a prerequisite. What is more important is that you should have a lively and enquiring mind, an interest in physical education, a willingness to explore new ideas and an ability to communicate your ideas effectively. In essence, the course will let students who enjoy sport and sporting activities develop their all-round knowledge of the subject whilst pursuing an academic course they enjoy.

For what kind of student is this course suitable?

The course will appeal to those students who: have a keen interest in sport and recreation want to follow a course that develops the theoretical aspects through practical involvement want to know more about how the body functions and the effects of exercise want to evaluate and improve their own sporting performance may want to move on to a related career or higher education course

